

# BEL+T Feedback Conversation



Welcome to a BEL+T Feedback Conversation!

We will be exploring ESS responses to useful feedback, as well as celebrating some expert approaches to building student Feedback Literacy through assessment practices.



## Grocery List

To prepare for the event please bring:

- ☐ **3 x Feedback Examples**  
*(either ones you have authored yourself or have gathered from your teaching team) and associated student works*
- ☐ **Related Project Briefs**
- ☐ **Assessment Rubric(s)**

## Part 1.0 ESS Tactics

We will learn from our students' perceptions around feedback in their learning as provided through the ESS results.

Subject Coordinators will be invited to share their approaches related to:

- planning for feedback
- constructive and supportive approaches
- credibility in feedback for students

**Are there any strategies and/or tactics that may be useful in the subject(s) that you teach or coordinate?**

Click here to access BEL+T's set of Tactics for Useful Feedback, a guide that presents student commentary, tactics and things to consider for application.

## Part 2.0 Feedback Literacy

This first task looks at feedback practices in action, providing an opportunity to review and reflect on our own current practices in alignment to the literature and expert advice.



## Breakout Rm. Activity

In conversation with a colleague, **review the 3 feedback examples that you have brought...**

**"How are they supporting students to develop Feedback Literacy?"**

Your conversation may start along the lines of "well, I noticed in my feedback..."

### Appreciate feedback.

Help students to recognise they are receiving feedback and the assessor's view of:  
**"Where am I going?"**

### Make judgment

about the quality of their work.  
Help students answer the question:  
**"How am I going?"**

### Take Action

in response to feedback  
Help students answer the question:  
**"Where to next?"**

### Manage their emotion(s)

Help students **to clearly hear your feedback, and to respond to these three questions as they** move plan next steps.

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## Part 3.0 F.Lit in Practice

Some expert (and celebrated!) obsessional colleagues will share their own experiences and strategies to help students with these three key questions ... **Are there any strategies and/or tactics that may be useful for your own feedback practices? Make note of these below:**

## Part 4.0 Supporting Our Students

We have planned for good feedback, and considered how students can develop their Feedback Literacy. Now we consider the content of the feedback we provide:

Looking at your 3 examples consider the following ...



### FOCUS

What is the feedback focused on?

e.g. the task; process; self-regulation; performance etc.



### FUNCTION

What is the function of the feedback?

e.g. descriptive (formative); judgment (summative)



### CLARITY

How clear is the feedback?

e.g. clear language or graphic responses



### COMPARISON

What comparisons are made in the feedback?

e.g. to rubric criteria; examples; student past performance



### TONE

What tone is taken in the feedback or its parts?

e.g. positive, negative, neutral



### SPECIFICITY

How specific is the guidance provided?

e.g. identify improvement without giving a solution

Markup the areas/language in your examples that are helping/guiding the students through the above qualities (e.g. language in the feedback that is positive in tone and provides task-focused clear direction that will help the students answer the 3 questions in Task 1.0). Are any of the qualities missing?